

BOARD OF REGISTERED NURSING
Education/Licensing
Agenda Item Summary

AGENDA ITEM: 10.1

DATE: February 2, 2011

ACTION REQUESTED: Ratify Minor Curriculum Revisions

REQUESTED BY: Catherine M. Todero, PhD, RN, Chairperson
Education/Licensing Committee

BACKGROUND:

According to Board policy, Nursing Education Consultants may approve minor curriculum changes that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor Curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- 10.1.1 California State University Chico, Baccalaureate Degree Nursing Program (LVN to BSN Option)
- 10.1.2 California State University Fresno, Baccalaureate Degree and Entry Level Master's Degree Nursing Program
- 10.1.3 California State University San Marcos, Baccalaureate Degree Nursing Program
- 10.1.4 University of San Francisco, Baccalaureate Degree Nursing Program
- 10.1.5 Chabot College, Associate Degree Nursing Program
- 10.1.6 College of Marin, Associate Degree Nursing Program
- 10.1.7 College of the Sequoias, Associate Degree Nursing Program
- 10.1.8 Golden West College, Associate Degree Nursing Program
- 10.1.9 Mt. San Antonio College, Associate Degree Nursing Program
- 10.1.10 Mt. San Jacinto College, Associate Degree Nursing Program
- 10.1.11 Unitek College, LVN to RN Associate Degree Nursing Program
- 10.1.12 Yuba College, Associate Degree Nursing Program

Progress Report:

- 10.1.13 California State University Sacramento, Baccalaureate Degree Program
- 10.1.14 United States University, Entry Level Master's Degree Nursing Program

NEXT STEP: Notify programs of Board action.

FISCAL IMPLICATION(S),

IF ANY:

None

PERSON(S) TO CONTACT:

Leslie A. Moody, NEC
760.369.3170

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: January 5, 2011

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
California State University Chico, Baccalaureate Degree Nursing Program (LVN to BSN Option)	Katie Daugherty	11/19/2010	Effective Fall 2011, indefinitely suspend admission in this degree option based on various budget and other programmatic resource considerations. The local community college will continue to offer advanced placement for interested LVNs in the associate degree program and collaborate with CSUC on seamless articulation into CSUC's RN to BSN option and eventually into a AD to MSN program option at CSUC if Song Brown grant funding is successfully secured.
California State University Fresno, Entry Level Master's Degree Nursing Program	Kay Weinkam	11/22/2010	The program plans to admit cohorts of 25-30 students in both the spring and fall 2011 semesters. Because summer sessions may not be available in 2011 due to budgetary constraints, the curriculum plan is presented with a summer included (which would accelerate program completion) and without the summer session (but with two semesters combined in the final prelicensure semester which also accelerates program completion).
California State University San Marcos, Baccalaureate Degree Nursing Program	Leslie A. Moody	10/26/2010 11/04/2010	<u>Baccalaureate:</u> Add 1 unit Intro to Pharmacology course; increase NURS212A Pathophysiology/Pharmacology of Nursing Practice from 2 units to 3 units to add infection/immunodeficiency content; OB and Peds were moved to Summer semester and Psych moved to Spring term to better sequence and increase access to clinical placements for OB and Peds. NURS442 Nursing Case Management of Vulnerable Populations reduced from 3-2 units resulting from streamlining of content and Nurs 491 Transition to Nursing Practice Internship from 2 units to 1 unit. HD101 Human Development Across the lifespan will replace the previously required psychology or sociology was created specifically for nursing students. <u>LVN 30-unit option:</u> To accommodate the increase in units of other core courses and remain under the 30-unit limit, SOC 303 was deleted as a requirement for this option. <u>Accelerated BSN (ABSN) track:</u> Same changes as to Baccalaureate track and: combined OB/Peds course was

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			separated into separate OB and Peds courses with no change in units or content; deleted Soc 303 was replaced with NURS 480 Family Nursing and HD101 Human Development Across the lifespan.
University of San Francisco, Baccalaureate Degree Nursing Program	Kay Weinkam	12/08/2010	The program is reducing N225L by one clinical unit and increasing N475L by one clinical unit based on faculty evaluation of implementation of the 2009 major curriculum revision. Program units and degree units remain the same. The course number for Public Speaking is changed from COM 103 to RHET 103.
Chabot College, Associate Degree Nursing Program	Katie Daugherty	11/22/2010	No changes in total CRL, degree or individual course units; correct hours calculation in the 1 unit N73 course; add QSEN content to N 73, N 60B and N 55; and add NPA, influenza and pneumonia content to N 55, the nursing fundamentals course.
College of Marin, Associate Degree Nursing Program	Janette Wackerly	11/22/2010	The proposed Pediatric curriculum revision increases the number of clinical hours in community based pediatric placements; and include Hospital based clinics, Community Clinics, Visiting Nurse Association, School Nurses, private medical practices, Head Start Child Centers and Teen Clinics. The reason for the requested change is increased difficulty securing pediatric inpatient clinical placements. This year San Francisco Kaiser declined historic pediatric placement. A survey of hospitals revealed that many have closed their pediatric units and some are integrating pediatrics into designated adult units. Overall pediatric inpatient census remains low and pediatrics is increasingly taking place in community settings.
College of the Sequoias, Associate Degree Nursing Program	Kelly McHan	11/23/2010	In the Nursing 161 Fundamentals course, reduce theory from 6 to 5 units and increase clinical units from 5 to 6 units, maintaining the same 11 unit total. Modify methodology of content delivery for Nursing 150 Transition from a formal course to a self-guided study module and change its status from "required" to "recommended" for LVN 30-unit option students. Change the title

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			of the Speech Course to Communication. Additional course requirements for degree completion include adding 2 units of PE and 4 units of Math. Total units for licensure remain unchanged at 67.5 units. Total units for degree completion are 80.5.
Golden West College, Associate Degree Nursing Program	Badrieh Caraway	12/03/2010	In an attempt to enhance students' learning the program submitted the minor curriculum revision which involves The Roy Model theoretical framework. The faculty have voted to continue to use the concepts of adaptation, the patient as biopsychosocial being and the role of the nurse from the Roy Model, and to eliminate much of the terminology of the Roy Model.
Mt. San Antonio College, Associate Degree Nursing Program	Badrieh Caraway	12/03/2010	In response to the students' request for changing the length and sequence of the recently revised four nursing courses (N3- beginning M-S, N4- Obstetrics, N5- Psychiatrics, and N6- Pediatrics), faculty have made decision to keep the length of the above courses to 8 weeks, but change their sequences to enhance student's learning.
Mt San Jacinto College, Associate Degree Nursing Program	Shelley Ward	12/03/2010	The program intends to change nursing courses in response to student and faculty input, so that all nursing courses will be eight (8) weeks in length. N222, 226,236,238 (4 weeks); N248 (5 weeks); N214, 234, 224 (nine weeks); and (N244) twelve weeks will be eight weeks. N194, 212 are eight week courses at this time. Course units remain the same. Clinical placement adjustments are available to support the change. Curriculum forms were updated to correct typographic and/or calculation errors.
Unitek College, LVN to RN Associate Degree Nursing Program	Kelly McHan	11/02/2010	Restructure the preceptorship course into an advanced medical/surgical course to better integrate the concepts of leadership, management, delegation, prioritization and QSEN principles in various settings with an increasing number of patients, with no change in program hours or units.

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Yuba College, Associate Degree Nursing Program	Katie Daugherty	12/06/2010	The following changes will be implemented to improve student retention, course progression, and student satisfaction with the total program of study. The CRL & TCP forms will be updated to reflect a 3.5 units increase in the total nursing units (45 to 48.5) and the total degree units (85 to 88.5 units). Nursing theory units will remain at 24 units. Total clinical units will increase from 21 to 24.5 units. Other changes include re-numbering, re-titling, re-sequencing and redistribution of existing nursing theory and clinical units in each of the four terms of nursing. Each term will include one unit of clinical nursing in the form of new stand alone nursing clinical seminar courses (N11,12,13,14). These courses are focused on clinical mastery of existing core nursing concepts. N11 and N12 will replace the former 2 units N37 bridge course required for advanced placement LVN to RN admission. Current Peds and OB content will be split into two separate stand alone courses; the theory component in each course will be increased by a half a unit, and OB(N22) will be taken in second term followed by Peds (N21) in third term. Existing advanced med.surg/leadership content in the final term will be split into two separate courses, N 4A 4B in an effort to provide additional instructor guided clinical in N4A in preparation for the N4B capstone preceptorship course. In N4B The number of hours has been reduced from 144 to 96 hours. These changes are to be effective Fall 2011.

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: January 5, 2010

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
California State University Sacramento, Baccalaureate Degree Nursing Program	K. Daugherty	12/08/2010	Effective on or about January 5, 2011, the entire Nursing Division will be relocating to a new 188,000 square foot building located at 7667 Folsom Blvd., Sacramento 95826. Phone and fax contact numbers will change once the move is completed. The relocation will provide the nursing division state of the art instructional facilities, and division/faculty offices totaling approximately 45,000 to 48,000 square feet in the new location.
United States University, Entry Level Master's Degree Nursing Program	Leslie A. Moody	11/19/2010	This program's first graduating cohort experienced a 62.5% pass rate. The program leadership and faculty conducted a thorough analysis to determine possible reasons for low graduate performance. A detailed plan has been developed and implemented to improve future graduates' experience on NCLEX. The plan's remedies include addition of screening and remediation of applicants, utilization of standardized NCLEX style formatted test and study tools during the course of the program, required NCLEX prep course at terminus of program, extensive faculty development, more active monitoring of student performance with intensive counseling and interventions developed for identified student deficits.

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AGENDA ITEM: 10.2

DATE: February 2, 2011

ACTION REQUESTED: Approve Education/Licensing Committee Recommendations

REQUESTED BY: Catherine M. Todero, PhD, RN, Chairperson
Education/Licensing Committee

BACKGROUND:

The Education/Licensing Committee met on January 5, 2011 and makes the following recommendations.

Approve Major Curriculum Revision

- California State University Dominguez Hills, Entry Level Master's Nursing Program
- University of Phoenix, LVN to Baccalaureate Degree Nursing Program at Modesto
- Napa Valley College, Associate Degree Nursing Program

NEXT STEP: Notify programs of Board action.

**FISCAL IMPLICATION(S),
IF ANY:** None

PERSON(S) TO CONTACT: Leslie A. Moody, MSN, MAEd, RN
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760.369.3170

**Education/Licensing Committee Recommendations
From meeting of January 5, 2011**

Approve Education/Licensing Committee Recommendations:

APPROVE MAJOR CURRICULUM REVISION

- **California State University Dominguez Hills, Entry Level Master's Degree Nursing Program**

Patricia A. Hinchberger, EdD, RN, program director. CSU Dominguez Hills ELM Program submitted a major curriculum revision proposal that their faculty had been working on since Spring 2010, and is intended to ensure complete educational preparation for graduates entering the Clinical Nurse Leader roles. The revision was guided by program evaluation and student feedback. Documents were provided that detailed the proposed course changes which met the Board rules and regulation. Major elements of the revision included: lengthening of the curriculum from five to six semesters; redistribution of course contents, re-sequencing of courses, and renumbering of courses; strengthening the leadership and management content by introduction of courses for CNL roles concurrently with the basic medical surgical courses and offering theory of CNL roles in two separate courses, with increasing the number of clinical hours for the CNL practicum to ensure adequate clinical hours for the CNL role; re-distribution of nursing units resulting in more nursing units designated as Master's, post-licensure content but a net increase of only one unit for the ELM degree.

ACTION: Approve the major curriculum revision for the California State University Dominguez Hills, Entry Level Master's Degree Nursing Program.

- **University of Phoenix, LVN to Baccalaureate Degree Nursing Program at Modesto**

Jessica Gomez, MSN, RN, Director LVN to BSN Program/Chair - College of Nursing, and Pamela Fuller, Ed.D, RN, Dean – College of Nursing. The University of Phoenix, Modesto Campus, LVN-RN requested approval of a major curriculum revision with anticipated implementation March 1, 2011. The major curriculum design aligns the College's mission, student needs, California Board of Nursing regulation 1426, QSEN core competencies, and the CCNE's 2008 *Essentials of Baccalaureate Education*. The nursing theory selected is Jean Watson's Theory of Human Caring. Curriculum revision includes the addition of 4.9 units, increasing the overall program from 120 to 124.9 units. Anatomy and Physiology courses will increase by one unit to four units, incorporating virtual lab experience, and Microbiology units are increased as well. Nursing courses were revised by increasing credits or strengthening content. Revised curriculum will have new course titles and numbers and meets Board rules and regulations.

ACTION: Approve the major curriculum revision for the University of Phoenix, LVN to Baccalaureate Degree Nursing Program at Modesto.

- **Napa Valley College, Associate Degree Nursing Program**

Susan C. Engle, MSN, RN, Interim Associate Dean. The Napa Valley College ADN Program requested approval of a major curriculum revision that included the adoption of a Mission Statement, updating the Philosophy, development of the Unifying Theme, and Program Outcomes and Course outcomes statements. The faculty used the Nursing Practice Act (NPA), and the Institute of Medicine Teaching IOM: Implications of IOM Reports for Nursing Education and other references to strengthen the curriculum. The curriculum revision changed

course content but course titles and numbers, total nursing units and total units for graduation were unchanged. The curriculum revision was implemented by the program in January 2009 but was not noticed to the NEC until Fall 2010. The NEC met with the nursing faculty on December 6, 2010 and explained the board's rules and regulations regarding and the need for Board approval prior to the program implementing a major change in curriculum. Napa Valley College also has a Paramedic/LVN to RN advanced placement program. Napa Valley College, utilizing HESI testing, has validated that Paramedic and LVN have basic knowledge base, so these students are given 11.5 units of equivalency credit. The program provides Bridge Modules for the Paramedic/LVN with Web-based theory followed by clinical. Paramedic students are also required to complete a Bridge Module in Maternity Nursing.

ACTION: Approve the major curriculum revision for the Napa Valley College, Associate Degree Nursing Program

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AGENDA ITEM: 10.3
DATE: February 2, 2011

ACTION REQUESTED: Approve holding of public forums regarding proposal to require accreditation of prelicensure nursing programs' schools.

REQUESTED BY: Catherine M. Todero, PhD, RN, Chairperson
Education/Licensing Committee

BACKGROUND:

During the regulatory process for the recently approved education regulations, the concept of requiring accreditation of all prelicensure nursing programs was raised. Several commentators submitted public comments on the proposed regulations recommending an accreditation requirement. Specifically, two organizations (American Nurses Association-California and California Nurses Association) and two individuals (Baker and O'Rourke) recommended that the Board require institutions of higher education be accredited by a regional or national accrediting organization such as Western Association of Schools and Colleges (WASC). Reasons stated for recommending the proposed requirement included: 1) accreditation is in the public interest; 2) is a requirement for other types of healthcare professionals' education; 3) assures quality of the institution; 4) provides consistent standards; 5) increases potential for transferability of units; 6) ensures that the institution provides an environment that supports broad education and intellectual stimulation; and 7) facilitates students' access to federal financial aid. The Board voted to accept the comments and to promulgate a separate regulatory proposal requiring that institutions of higher education be accredited, and at its November 2010 meeting, the Board referred the issue of accreditation of these institutions to this Committee.

Staff has researched and discussed the issue and is submitting the following proposal:

PROPOSED ACCREDITATION REQUIREMENT: The institution of higher education offering the nursing program, or the institution of higher education with which the nursing program is affiliated, must be institutionally accredited by the Junior/Community College or Senior College Division of the Western Association of Colleges and Schools or a regional counterpart. Existing programs that do not meet the requirement must, within a specified time period yet to be determined: 1) apply for regional accreditation; 2) submit reports to the Board detailing the institution's progress in achieving the requisite accreditation; and 3) become fully accredited.

SUPPORTING BASIS FOR REGIONAL INSTITUTIONAL ACCREDITATION REQUIREMENT:

A variety of reasons for requiring institutional accreditation have already been provided and a brief presentation on "accreditation" and the staff discussion regarding research findings that produced this proposal will be provided at the meeting. There are six regional accrediting organizations, including WASC, and a number of national accrediting organizations which offer institutional accreditation. Regional institutional accreditation is recommended for the following reasons:

1. Transferability of Academic Credit - The most compelling reason for WASC/regional accreditation is the increased potential for transferability of academic credit, particularly to public colleges and universities. Each institution of higher education determines its own standards for acceptance of transfer of academic credit, but regional accreditation is frequently one of the standards. Transferability of credit becomes an issue for prelicensure registered nursing students who wish to transfer from one nursing program to another to complete their prelicensure education and for registered nurses who wish to pursue additional education/degrees.

In addition to impeding students' academic progress, inability to transfer academic credits also creates a financial burden for students by requiring that they pay twice for the same course(s).

2. Focus on Degree-Granting Colleges and Universities - Registered nursing is a profession, the practice of which is based on nursing, natural, behavioral, and social sciences, responsive to patient/client needs which have become increasingly complex, and involves independent and interdisciplinary decision making. O'Rourke commented that prelicensure nursing programs should be able to provide an environment that supports a broad education and the intellectual stimulation needed to refine student decision making. Accordingly, an agency accrediting institutions of higher education for Board-approved prelicensure program should be focused on institutions that offer degrees and not certificates; WASC meets this criteria.

3. Comparability with Accreditation Requirement for Other Professions: Institutions of higher education providing education for other professions, including physicians, psychologists, social workers, and teachers, are required to be regionally accredited.

4. Comparability with Accreditation Requirement for Public Institutions of Higher Education: All California public institutions of higher education are required to be accredited by WASC.

5. Degree Granting Authority: Private postsecondary institutions must be approved by the Bureau of Private Postsecondary Education (BPPE) to grant degrees; WASC-accredited institutions are exempt from this requirement.

FISCAL IMPACT ON EXISTING AND PROPOSED PROGRAMS/SCHOOLS:

Existing programs and future programs applying for BRN approval would have expenses incurred related to seeking and obtaining WASC accreditation. There are currently eight Board-approved programs in institutions of higher education that are not WASC accredited; four of these are in the process of seeking WASC accreditation. There are nine institutions seeking Board approval that are not WASC accredited. Information regarding these institutions' current accreditation status is listed in the attached table.

Fees for WASC accreditation vary based on the institution's FTEs, number of campuses and other factors. Fee schedules seem to be comparable to those of other accrediting bodies.

PROPOSED PROCESS

PUBLIC FORUMS: Hold public forums in April or May 2011 on the proposed accreditation

requirement with request for comments including: a) response to the above requirement; b) reasonable/feasible timeframe for compliance by existing programs that do not meet the accreditation requirement; and c) alternative proposals to the accreditation requirement with rationale for the proposal. It is recommended that public forums are held in four locations: Sacramento, central California, Los Angeles and San Diego.

NEXT STEP: Schedule public forums if approved by Board.

FISCAL IMPLICATION(S), IF ANY: None

PERSON(S) TO CONTACT: Leslie A. Moody, NEC

Board Approved Prelicensure Programs Non-WASC Accredited

Program Name	Program Type	Location	Accreditation	Approval	Comments
American University of Health Sciences	BSN	Signal Hill	ACICS	BPPE, BRN	
Everest College	ADN	Ontario	ACICS	BPPE, BRN	
Kaplan College (pka Maric)	ADN	San Diego	ACCSC	BPPE, BRN	
Shepherd University	ADN	Los Angeles		BPPE, BRN	WASC accred. in process
Unitek	ADN	Fremont	ACCSC	BPPE, BRN	
West Coast University	ADN, BSN	Ontario-Inland Empire	ACICS	BRN	WASC accred. in process
West Coast University	ADN, BSN	North Hollywood-LA	ACICS	BPPE, BRN	WASC accred. in process
West Coast University	ADN, BSN	Anaheim-Orange Cty	ACICS	BPPE, BRN	WASC accred. in process

Institutions Seeking Board Approval for Prelicensure Programs Non-WASC Accredited

Institution Name	Program Type	Location	Accreditation	Approval	Status (FS=Feasability Study)
American Sports University	BSN	San Bernardino		BPPE	FS ELC 1/11
Career Care Institute	ADN	Lancaster	ABHES	BPPE	FS ELC 1/11
Career Network Institute	ADN	Costa Mesa	ABHES	BPPE	FS – Board 9/10
Four-D College	ADN	Colton	ABHES	BPPE	FS – Board 5/10
Institute of Medical Education	ADN	San Jose	ACICS in process	BPPE	FS – Board 9/10
ITT Technical Institute	ADN	Rancho Cordova	ACICS	BPPE	FS – Board 9/10
Mission Career College	ADN	Riverside		BPPE	FS – Staff 9/10
Pacific College	ADN	Costa Mesa	ACCSC	BPPE	FS – Staff 8/09
UEI College	ADN	Irvine	ACCSC, ACCET		FS – Staff 10/09

Accreditation Key: ABHES = Accrediting Bureau of Health Education Schools
ACCSC = Accrediting Commission of Career Schools and Colleges
ACCET = Accrediting Council for Continuing Education and Training
ACICS = Accrediting Council for Independent Colleges and Schools

Approval Key: BPPE = California Bureau of Private Postsecondary Education
BRN = CA Board of Registered Nursing

Accreditation/Approval information sources: Program websites, www.wascsenior.org member directory, www.accjc.org member directory, www.bppe.ca.gov Directory of BPPE Approved Schools, discussion with some program directors, www.rn.ca.gov BRN list of approved schools

BOARD OF REGISTERED NURSING
Education/Licensing Committee
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AGENDA ITEM: 10.4

DATE: February 2, 2011

ACTION REQUESTED: Approve ELC Goals and Objectives 2011-2013

REQUESTED BY: Catherine M. Todero, PhD, RN, Chairperson
Education/Licensing Committee

BACKGROUND:

Biennially committee goals and objectives are reviewed and revised as needed. The 2009-11 ELC Goals and Objectives have been reviewed and revised to produce the attached 2011-2013 recommendations. A summary of changes to Goals/Objectives is listed below:

- Goal 1: Restatement of goal
 - 1.2 Restated
 - 1.3 and 1.4 Revised
 - 1.6 Added
- Goal 2: 2.2 and 2.6 Revised
 - 2.5 Prior objective deleted and replaced with new objective
- Goal 3: 3.6 and 3.7 Added
- Goal 4: 4.1, 4.2, 4.4 Deleted
 - 4.3, 4.5, 4.7 Revised
- Goal 5: 5.1 Revised
- Goal 6: 6.1, 6.3, 6.5 Revised
 - 6.6 and 6.7 Added

NEXT STEP: Make the information available to public.

**FISCAL IMPLICATION(S),
IF ANY:** None

PERSON(S) TO CONTACT: Leslie A. Moody, MSN, MAEd, RN
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**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE
2011-2013 GOALS AND OBJECTIVES**

GOAL 1

Ensure that programs of nursing education meet regulatory requirements and that curriculum integrates content to address recent political, technical, economic, healthcare and nursing practice developments.

- 1.1 Review prelicensure and advanced practice program content, including public health nurse content, to determine if they meet regulatory requirements and reflect current trends in healthcare and nursing practice.
- 1.2 Evaluate BRN policy statements to ensure they are accurate and current, and update as needed to reflect current statute, regulation and policy.
- 1.3 Ensure that nursing education programs include the Scope of Practice of Registered Nurses in California (BPC 2725) and the Standards for Competent Performance (CCR 1443.5) in their curriculum.
- 1.4 Gain awareness of current political, technical, economic, healthcare and nursing practice trends through attendance at and participation in educational conferences and various committees within California and nationally.
- 1.5 Monitor legislation affecting nursing education and convene advisory committees when appropriate.
- 1.6 Monitor nursing program content for curricular application/inclusion of recommendations from the 2010 Institute of Medicine's - Future of Nursing, Carnegie Study on the Transformation of Nursing Education, and the Quality and Safety Education for Nurses (QSEN) Competencies.

GOAL 2

Provide leadership in the development of new approaches to nursing education.

- 2.1 Support creative approaches and strategic partnerships between nursing education programs, healthcare industry and the community, such as transition to practice and post-licensure residency programs, to prepare registered nurses to meet nursing and community needs.
- 2.2 Review NPA regulations for congruence with current nursing education, practice standards and trends, and recommend or promulgate proposals for revisions to regulation that will ensure the high quality of nursing education.
- 2.3 Sponsor and/or co-sponsor educational opportunities for professional development of nursing educators and directors in service and academia.
- 2.4 Evaluate the use of technology in teaching activities, such as on-line research, distance learning, Web-based instruction and high-fidelity simulation laboratory experiences, for effectiveness and encourage its use in nursing programs.
- 2.5 Encourage and support programs' development of articulation agreements and other practices that facilitate seamless transition between programs for transfer and admission

into higher degree programs.

- 2.6 Encourage and support graduate nursing education programs to prepare nurse educators and other nursing specialists to support implementation of the Health Care Reform Act of 2009

GOAL 3

Ensure that reports and data sources related to nursing education in California are made available to nurse educators, the public, and others.

- 3.1 Collaborate with the University of California San Francisco in conducting the consolidated online annual school survey of the prelicensure nursing education programs in California. Publish survey results on the BRN Website.
- 3.2 Maintain and analyze systematic data sources related to prelicensure and advanced nursing education, including the use of simulation, reporting findings annually.
- 3.3 Provide information about nursing programs to the public.
- 3.4 Maintain information related to each prelicensure program and update periodically.
- 3.5 Provide data to assist nursing programs in making grant or funding applications.
- 3.6 Encourage prelicensure programs to utilize NCSBN data and analysis of entry level RN practice to evaluate the effectiveness nursing education programs in preparing graduates for practice.
- 3.7 Analyze data captured by the CA BRN Survey of Nurse Practitioners and Midwives 2010 and the Survey of Clinical Nurse Specialists, and publish the results on the BRN website.

GOAL 4

Facilitate and maintain an environment of collegial relationships with deans and directors of prelicensure and advanced practice programs.

- 4.1 Conduct an annual orientation for new directors and an annual update for both new and continuing directors.
- 4.2 Maintain open communication and provide consultation and support services to nursing programs in California.
- 4.3 Present BRN updates at the quarterly ADN Directors' Meetings, annual CACN/ADN Meeting, and other venues as appropriate.
- 4.4 Maintain open communications with advanced practice education program directors and seek input related to current advanced practice issues such as the implications of the Health Care Reform Act of 2009.
- 4.5 Conduct biennial meetings with advanced practice program directors to provide updates and foster discussions pertinent to advanced practice in California.

GOAL 5

Provide ongoing monitoring of the Continuing Education (CE) Program, and verify compliance with BRN requirements by licensees and providers.

- 5.1 Review and consider for approval all new and renewal applications for CE providers.
- 5.2 Conduct systematic random audits of registered nurses to monitor compliance with renewal requirements and appropriateness of CE courses completed.
- 5.3 Conduct systematic random reviews of CE providers to monitor compliance with CE regulations.

GOAL 6

Continue the assessment and review of the NCLEX-RN examination process, and maintain a collaborative relationship with the National Council of State Boards of Nursing.

- 6.1 Conduct periodic review of the NCLEX-RN examination process to ensure established security and other testing standards are met.
- 6.2 Encourage nurse educators and working RNs to participate in NCLEX-RN examination panels to ensure consistent representation from California.
- 6.3 Participate in various NCSBN committees and conferences to maintain representation from California.
- 6.4 Continue to monitor NCLEX-RN administration by the testing vendor.
- 6.5 Continually monitor and report California and national NCLEX-RN first time pass rates of California candidates, including results for internationally educated candidates.
- 6.6 Contribute to the NCSBN's Transition to Practice Study, ensuring a voice for California stakeholders.
- 6.7 Provide input into the NCSBN Practice Analysis, Test Plan revision and passing standard as requested or appropriate.

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AGENDA ITEM: 10.5

DATE: February 2, 2011

ACTION REQUESTED: 2010 Goals and Objectives: Summary of Accomplishments

REQUESTED BY: Catherine M. Todero, PhD, RN, Chairperson
Education/Licensing Committee

BACKGROUND:

Annually the committee reviews the activities of the previous calendar year in relation to meeting their stated goals and objectives. The ELC Goals and Objectives of ELC are reviewed and revised every two years. Attached is the report detailing the achievements of ELC Goals and Objectives and summary of activities for January 2010 to December 2010.

Educational program activities related to continuing approval of nursing programs as well as review of new program approvals are summarized below.

- Ø Every eight years, continuing approval visit is conducted to prelicensure and advanced practice nursing programs. In 2010, a total of 19 nursing programs were reviewed for continuing approval: 16 pre-licensure programs (12 ADN, 3 BSN, 1 ELM); and 3 advanced practice programs (2NP; 1CNM).
- Ø One-day interim visit is scheduled and a site visit is done every four years between the continuing approval visits. 20 scheduled interim visits were conducted and additional visits were conducted as needed for special focus visits.
- Ø 16 letters of intent for new prelicensure programs were received during 2010.
- Ø 9 feasibility studies were reviewed by ELC, 5 were accepted (4 ADN, 1 BSN) and 4 feasibility studies were deferred or not accepted, including 3 programs that submitted their feasibility study more than once.
- Ø 6 new programs were granted initial approval: 5 prelicensure (3 ADN, 1 VN-BSN, 1 BSN) and 1 advanced practice.

Achievements related to other goals of the committee are listed in the attachment to this agenda item summary.

NEXT STEP: None

**FISCAL IMPLICATION(S),
IF ANY:** None

PERSON(S) TO CONTACT: Leslie A. Moody, MSN, MAEd, RN
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**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE**

2010 GOALS AND OBJECTIVES: SUMMARY OF ACCOMPLISHMENTS

GOAL 1

Monitor nursing programs to ensure that key trends and forces in the external environment that affect nursing are identified and incorporated into nursing regulations and education programs. (Political, technical, economic and healthcare trends)

- 1.1 Review prelicensure and advanced practice program content, including public health nurse content, to determine if they meet regulatory requirements and reflect current trends in healthcare and nursing practice.*
- 1.2 Monitor education programs' use of BRN advisory and policy statements.*
- 1.3 Validate that nursing educational programs include in their curriculum the Scope of Practice of Registered Nurses in California and the Standards for Competent Performance (CCR 1443.5).*
- 1.4 Participate in educational conferences and various committees within California and nationally when appropriate.*
- 1.5 Monitor legislation affecting nursing education and convene advisory committees when appropriate.*

ACHIEVEMENTS:

- Continuing approval visits are conducted to prelicensure and advanced practice nursing programs every eight years. In 2010, a total of 19 nursing programs were reviewed for continuing approval: 16 pre-licensure programs (12 ADN, 3 BSN, 1 ELM); and 3 advanced practice programs (2NP; 1CNM).
- A one-day interim visit is scheduled and conducted every four years between the continuing approval visits. 20 scheduled interim visits were conducted and additional visits were conducted as needed for special focus visits.
- 16 letters of intent for new prelicensure programs were received during 2010.
- 9 feasibility studies were reviewed by the ELC, 5 were accepted (4 ADN, 1 BSN) and 4 feasibility studies were deferred or not accepted, including 3 programs that submitted their feasibility study more than once.
- 6 new programs were granted initial approval: 5 prelicensure (3 ADN, 1 VN-BSN, 1 BSN) and 1 advanced practice.
- Programs' inclusion of RN Scope of Practice and Standards for Competent Performance is evaluated during continuing approval visits.
- Many BRN NEC staff have regularly participated in program deans/directors meetings and other conferences, and this activity has been routinely reported to the Board on a quarterly basis as part of the Executive Officer's report.
- Legislation affecting nursing education is addressed as part of the BRN Legislative Committee's agenda.

GOAL 2

Provide leadership in the development of new approaches to nursing education.

- 2.1 *Support strategic partnerships and creative approaches to prepare registered nurses between nursing education and the healthcare industry to meet needs of nursing education and community.*
- 2.2 *Review NPA regulations for congruency with current nursing education and reflect current trends in nursing education and practice.*
- 2.3 Sponsor and/or co-sponsor educational opportunities for professional development of nursing educators and directors in service and academia.
- 2.4 Evaluate the effectiveness of the use of technology teaching activities such as on-line research, distance learning, Web-based instruction and high-fidelity simulation laboratory experiences, and encourage its use in nursing programs.
- 2.5 *Revise guidelines for the utilization of simulated clinical experiences in nursing education.*
- 2.6 Encourage and support development of articulation agreements among nursing programs.
- 2.7 Encourage and support graduate nursing education programs to prepare nurse-educators.

ACHIEVEMENTS:

- The review/revision process for Title 16. Division 14. Article 3. Schools of Nursing regulations was completed and approved by the Office of Administrative Law. The approved regulations became effective October 21, 2010.
- Use of simulated clinical experiences was evaluated and addressed in the regulatory revisions completed this year.
- Supported the development and implementation of the Northern California area Transition to Practice Program, a pilot program collaboration between prelicensure nursing programs and healthcare employers to benefit new graduates who are experiencing delays in finding employment. Continued support is being provided for development of a similar program in Southern California.

GOAL 3

Reports and data sources related to nursing education in California are made available to nurse educators, the public, and others.

- 3.1 *Collaborate with the University of California San Francisco in conducting the consolidated online annual school survey of the prelicensure nursing education programs in California. Publish survey results on the BRN Web site*
- 3.2 *Maintain and analyze systematic data sources related to prelicensure, including the use of simulation in nursing education, and advanced nursing, reporting findings annually.*
- 3.3 *Provide information about nursing programs to the public.*
- 3.4 *Maintain information related to each prelicensure program and update periodically.*
- 3.5 *Provide data to assist nursing programs in making grant or funding applications.*
- 3.6 Utilize the Board's analysis of entry level RN practice to evaluate the effectiveness of prelicensure nursing education programs in preparing graduates for practice.

ACHIEVEMENTS:

- Results from the 2008-09 Annual School Report were analyzed, presented to the Board and posted on the web site.
- The BRN Annual School Survey 2009-10 instrument was reviewed, updated to include questions regarding scope of clinical experiences allowed by program's clinical agency partners, and distributed.
- Results from the 2008-2009 Post-Licensure Program Annual Report were analyzed, presented to the Board and posted on the web site.
- The 2009-2010 Post-Licensure survey instrument was reviewed, updated and distributed.
- The programs' NCLEX exam first time candidate pass data is posted on the BRN web site.
- A list of approved programs with links to those programs' sites is maintained on the BRN web site.
- Education Advisory Committee met. Attendees included nursing program directors from various nursing program types including public and private schools, community colleges, CSU and UC, and representatives from other nursing related agencies. The BRN Annual School Survey instrument was reviewed/revised and education issues related to budget cuts were discussed.

GOAL 4

Facilitate and maintain an environment of collegial relationships with deans and directors of prelicensure and advanced practice programs.

- 4.1 Provide deans and directors with information on the educational approval processes and requirements.*
- 4.2 Apply uniform approval criteria and evidence standards when reviewing prelicensure and advanced practice nursing programs.*
- 4.3 Conduct an annual orientation for both new and current directors.*
- 4.4 Update Director Handbook annually and distribute on CD-R or hard copy to each prelicensure nursing program as needed.*
- 4.5 Maintain open communication, consultation, and support services to nursing programs in California.*
- 4.6 Present BRN updates at the quarterly ADN Directors' Meetings and the annual CACN/ADN Meeting, and as appropriate.*
- 4.7 Maintain open communications with advanced practice educational program directors and seek input related to current advanced practice issues such as advanced pharmacology course regulations.*
- 4.8 Conduct biennial meetings with advanced practice program directors to provide updates and foster discussions pertinent to advanced practice in California.

ACHIEVEMENTS:

- The New Program Director orientation and Program Director Annual Update were presented on October 6, 2010 in conjunction with the annual COADN/CACN conference.
- Nursing Education Consultants provide consultation to programs as needed and/or requested through scheduled and unscheduled visits as well as in-person, phone or electronic consultation upon request by the program.

- BRN staff have attended meetings of COADN, CACN, CINHC and other groups as requested to share information and collaborate in problem-solving.
- The nursing program Director's Handbook was updated and distributed to all prelicensure programs.

GOAL 5

Provide ongoing monitoring of the Continuing Education (CE) Program, and verify compliance with BRN requirements by licensees and providers.

- 5.1 Approve all new or renewal applications for CE providers.*
- 5.2 Conduct systematic random audits of registered nurses to monitor compliance with renewal requirements and appropriateness of CE courses completed.*
- 5.3 Conduct systematic random reviews of CE providers to monitor compliance with CE regulations.*

ACHIEVEMENTS:

- Staff continues to perform all activities related to processing new and renewal applications for CE providers, random audits of RN's continuing education compliance and appropriateness of courses, and random reviews of CE providers.

GOAL 6

Continue the assessment and review of the NCLEX-RN examination process, and maintain collaborative relationship with the National Council of State Boards of Nursing.

- 6.1 Conduct periodic review of NCLEX-RN examination process to ensure established security and other testing standards are met.*
- 6.2 Encourage nurse educators and working RNs to participate in NCLEX-RN examination panels to ensure consistent representation from California.*
- 6.3 Participate in various NCSBN committees to maintain representation from California.*
- 6.4 Continue to monitor NCLEX-RN administration by the testing vendor.*
- 6.5 Continually monitor and report NCLEX-RN first-time pass rates of California candidates.*

ACHIEVEMENTS:

- Current NCLEX-RN national and state first time candidate pass data was presented and discussed at each ELC meeting.
- The BRN Executive Officer and staff have attended and participated in various NCSBN meetings and committees.
- BRN staff served as Chair for the NCSBN Continued Competence (CC) Committee in 2009-10 and presented the CC Guiding Principles at the 2010 NCSBN Annual Delegate Assembly meeting. The four principles were unanimously adopted as proposed.
- BRN staff served on the NCSBN Regulatory Networking Panel at the 2010 NCSBN Annual meeting.
- A BRN staff member has been appointed to the newly established NCSBN Nursing Education Committee for a two year term.

- BRN staff worked in conjunction with NCSBN staff and California nurse educators to present one NCSBN Faculty Regional NCLEX Test Development workshop in California for one hundred California nurse educators.
- Five years of annual NCLEX-RN first time candidate pass rates for each school are posted on the BRN web site and continuously available to the public.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 10.6

DATE: February 2, 2011

ACTION REQUESTED: Licensing Program Overview and Statistics and
Information Regarding Out of Country Applicants

REQUESTED BY: Catherine Todero, PhD, RN, Chairperson
Education/Licensing Committee

BACKGROUND:

Program Update:

The Board of Registered Nursing Licensing Program has been processing applications for graduates wanting to take the NCLEX-RN. From October 1, 2010 through December 14, 2010, the Board received 2,497 applications from new graduates who attended California nursing programs and 147 applications from new graduates who attended out of state nursing programs. Of these applications, 521 California graduates and 28 out of state graduates have been found eligible for the NCLEX-RN. There have been 77 California graduates and 9 out of state graduates permanently licensed.

The difference between the number of applications received and the number of applicants made eligible is because California graduates cannot be found eligible for the examination until the date of graduation or completion of nursing requirements, as provided by the nursing program has occurred. An out of state graduate cannot be found eligible for the examination until an official transcript, with degree posted, has been received and evaluated.

Because the processing of applications is on-going, an update of the number of new graduates found eligible and licenses issued will be provided at the February Board Meeting.

Statistics:

The Department of Consumer Affairs, in conjunction with the Board, continues to provide statistical reports to the Governor's Office and the State and Consumer Services Agency on a monthly basis for the Licensing and Job Creation Report. This project has been on-going since January 2010 and the Board has been an active participant in meeting the goals of the program to contribute towards California's job growth through expeditious and efficient processing of professional pending examination and licensing applications.

The statistics for the last two fiscal years and the first five and one-half months of Fiscal Year 2010/11 are attached. You will note that there is a decrease in the number of applications for examination, endorsement and repeaters during the last two fiscal years. It is believed that this is due to the economic slowdown and the Boards no longer accepting applications that do not include a United States Social Security Number.

Issues:

- The International Analysts have seen an increase in the number of fraudulent documents. These documents include transcripts allegedly being sent from nursing schools and copies of registered nursing licenses sent by applicants. While the number of applications has decreased, the time needed to analyze the applications and supporting documents has increased.
- Online programs that offer degrees based on life and/or work experience. The applicant can earn a degree in as little as seven (7) days. The websites state that there is no attendance required, no course materials, no examinations, and no waiting to get into the program.

Out of Country Applicants:

Issues:

While the Licensing Program has experienced a decrease in the number of applications for applicants educated out of the country, the level of difficulty in analyzing these applications has increased.

The Licensing Analysts review documents from nursing programs all over the world. While the documents differ in format from each country, there are consistencies within each country that the analysts are familiar with. The following is a sample of some of the difficulties the Licensing Analysts deal with on a daily basis.

Philippines

There are “blended” programs where applicants complete the theoretical portion of the program online and then travel to the Philippines to complete the clinical portion. Theoretical course work and clinical practice are not taken concurrently, as required by California Code of Regulations section 1426(d).

Questionable nursing licenses have been received. Staff accesses the Professional Regulations Commission (PRC) in the Philippines to determine if the applicant took the nursing examination. We also receive information from the PRC as to the latest license number issued and can determine if the license we received begins with a number that has not been issued.

Questionable transcripts have been received that look similar to those from a traditional four-year program. Staff corresponds with nursing programs to verify if the applicant attended the specific program and received a degree.

Haiti

Documents received from the nursing schools are questionable. We have received curriculums from three different schools; however, all course descriptions, student's grades and the number of theoretical and clinical practice hours are identical, no matter when the student attended the program. We cannot obtain official documentation from the Ministry of Public Health and Population to verify approved nursing schools in the country

Ethiopia

Until recently staff was not aware of different levels of nursing programs in Ethiopia. These programs are Junior Clinical Nurse or Clinical Nurse which is an occupational title for a lower level nurse. Staff is attempting to obtain clarification of these programs from the Ministry.

Nigeria

Within the last year the Board has been receiving diplomas from nurses educated in Nigeria. Up until that time, the Board only received licenses from nurses. We are attempting to obtain clarification from the Ministry in Nigeria as to why we are no longer receiving licenses.

Russia and former Republics

We have questions regarding the programs in general. Transcripts are not presented in semesters or quarters per year. When a program curriculum is requested, the documents that are received do not provide detailed descriptions of the course work. .

Applicants must complete State Examinations at the end of the program. We have confirmation from the Ministry of Health that Obstetrics is not a State Examination required for nursing students; however, no matter when a student completed their nursing programs this is one of the State Examinations they have completed.

China

We have concerns regarding theoretical and clinical practice. In some programs the student completes the majority of their clinical practice in the third year, with only minimal clinical training in the first two years. This is a concurrency issue.

NEXT STEPS:

Continue to monitor trends in licensure application.

FISCAL IMPLICATIONS, IF ANY:

None

PERSON TO CONTACT:

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**CALIFORNIA BOARD OF REGISTERED NURSING
LICENSING STATISTICS**

	FISCAL YEAR 2008/09			FISCAL YEAR 2009/10			FISCAL YEAR 2010/11 7/1/2010 – 12/14/2010		
DESCRIPTIONS	APPS RECEIVED	**APPS PENDING	LICENSES & CERTS ISSUED	APPS RECEIVED	**APPS PENDING	LICENSES & CERTS ISSUED	APPS RECEIVED	**APPS PENDING	LICENSES & CERTS ISSUED
REGISTERED NURSE – EXAMINATIONS, ENDORSEMENTS & REPEATERS	50,504	8,398	23,624	44,516	7,492	23,357	16,054	6,140	11,383
CLINICAL NURSE SPECIALISTS	246	13	216	240	27	204	105	28	109
NURSE ANESTHETISTS	142	1	129	139	4	124	90	33	70
NURSE MIDWIVES	38	0	45*	42	0	38	29	1	35
NURSE MIDWIFE FURNISHING NUMBER	37	0	35	37	2	32	8	2	10
NURSE PRACTITIONERS	817	0	804	937	9	854	424	40	584
NURSE PRACTITIONER FURNISHING NUMBER	704	2	680	670	7	598	283	40	351
PSYCH/MENTAL HEALTH LISTING	9	1	6	5	1	4	3	1	3
PUBLIC HEALTH NURSE	2,148	98	1,997	2,538	120	2,373	1,246	102	1,365

*Nurse-Midwife applicants are often educated outside of the United States and must remediate course work prior to certification.

**Applications Pending – Initial evaluation is complete; additional documentation to required to complete file or applicant needs to register with the testing service, Pearson VUE.

BOARD OF REGISTERED NURSING
Education/Licensing
Agenda Item Summary

AGENDA ITEM: 10.7

DATE: February 2, 2011

ACTION REQUESTED: 2009-2010 Annual School Report

REQUESTED BY: Catherine M. Toderro, PhD, RN, Chairperson
Education/Licensing Committee

BACKGROUND:

The BRN 2009-2010 Annual School Survey was conducted from October 1, 2010 to November 15, 2010. The survey was conducted on behalf of the Board by the Research Center at the University of California, San Francisco. The Annual School Report (provided under separate cover) includes data on enrollments, graduations, faculty, etc. from California pre-licensure nursing programs. The report also includes historical data from past years of the survey where available.

NEXT STEP: Post the final report on the BRN Website.

**FINANCIAL IMPLICATIONS,
IF ANY:** None

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